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| **St. Peter’s Catholic Primary School** | **Reception** | **Summer Term 2023** | **Teacher: L Brewster** |

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| **Core Teaching Principles**  **(Pedagogy)** | **Sequencing concepts and modelling**  Present new material using small steps.  Provide models.  Scaffolding. | **Questioning**  Ask a range of open and differentiated questions to explore and extend understanding  and reasoning skills.  Targeted questioning | **Reviewing**  Revisit prior learning.  Build on prior knowledge and experience. | **Stages of practice**  Whole class/shared.  Guided practice  Independent practice. | **Collaborative learning**  Learning partners  Group/ partner tasks | **Communication**  Oracy  Speaking and listening activities  Explicit teaching of vocabulary  Modelling by adults | **Active**  **Participation**  No hands up | **Metacognition**  Reflection of learning strategies that help them as a learner  Modelling/Think aloud by adults |

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| **ENGLISH** |  | **TERMLY TOPIC FOCUS:**  **INVESTIGATE (UNDERSTANDING THE WORLD – SCIENCE)**  **How can we explore nature around us?**  **Plants & Growing**  What do plants need to grow?  What part of a plant is this and what does it do?  What type of plant is this?  Where can we find plants?  Are plants the same everywhere?    **Minibeasts**  Can you name the minibeast?  What do they eat?  Where do they live?  Can they fly? Do they have legs?  How do they reproduce?  **Seasons**  What is the weather like?  What can I see outside? How is it changing?  What is happening to the plants and animals? |  | **MATHEMATICS – WHITE ROSE HUB** |
| **Writing** LB  **Core text 1: Dear Earth**  Purpose: Creating information booklets about our Earth  Audience: All children for our school library  Writing simple phrases/ sentences, forming letters correctly, using finger spaces  **Core text 2: Bloom**  Purpose: Creating seed packets to grow our own flowers  Audience: Our families at home  Writing instructions to plant and care for a seed.  Writing simple phrases and sentences using capital letters, full stops and finger spaces. Forming letters correctly, sitting on the line. Exploring adjectives. | **SPRING BLOCK 3: Building 9 & 10**   * **Measure:** Spacial awareness * **Measure:** Patterns   **SUMMER BLOCK 1: To 20 and beyond**   * **Number:** Build numbers beyond 10 * **Number:** Count patterns beyond 10 * **Measure:** Spacial reasoning 1 * **Measure:** Match, rotate, manipulate   **SUMMER BLOCK 2: First, then, now**   * **Number:** Adding more * **Number:** Taking away * **Number:** Making pairs * **Measure:** Spacial reasoning 2 * **Measure:** Compose and decompose * **SUMMER BLOCK 3: Building 9 & 10** * **Number:** Doubling * **Number:** Sharing and grouping * **Number:** Even and odd * **Measure:** Spacial reasoning 3 * **Measure:** Visualise and build   p.t.o   * **SUMMER BLOCK 4: On the move** * **Number:** Deepening understanding * **Number:** Patterns and relationships * **Measure:** Spacial mapping * **Measure:** Mapping |
| **Phonics** LB DJ  5x daily Little Wandle phonics sessions per week (4x new GPC lessons, 1x review lesson) |
| **Reading** LB  3x Little Wandle reading sessions per week |

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| **GEOGRAPHY** LB  **(UNDERSTANDING THE WORLD: PEOPLE, CULTURE AND COMMUNITIES)** |  | **SCIENCE** DJ  **(UNDERSTANDING THE WORLD: THE NATURAL WORLD)** |  | **RE** DJ  See separate RE plan for more detail (DJ) |
| * Name and describe people who are familiar to them. * Understand that some places are special to members of their community. * Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them. * Recognise some environments that are different to the one in which they live. | **Seasonal changes**   * Spring * Summer   See separate MTP for more detail (DJ)  **Natural World**  Describe what they see, hear and feel whilst outside. | **TOPIC 1: GOOD NEWS**  Passing on the Good News of Jesus;  **TOPIC 2: FRIENDS**  Friends of Jesus;  **TOPIC 3: OUR WORLD**  God’s wonderful world  **MULTIFAITH: Islam**  Prayer mats |
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| **HISTORY** LB  **(UNDERSTANDING THE WORLD: PAST AND PRESENT)** |  | **ART and DESIGN TECHNOLOGY** LB |  | **PE** LB |
| **Past and Present:**   * Talk about the lives of people around them and their roles in society. * Similarities and differences between things in the past and now * Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Drawing:** Observational drawings  **Printing:** Using natural objects to print  **Painting:** Petals/ leaves (Katerina Apale inspired)  **Sculpture:** Making and decorating salt dough minibeast | Outdoor provision – continuous  Gym  Dance  Ball skills |
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| **COMPUTING** LB |  | **PSHE / RSE (Ten Ten)** LB |  | **MUSIC** LB - Charanga |
| Within the revised EYFS statutory framework, **the Technology strand within Understanding the World has been removed**. However, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum.  **UNIT 1:** Technology all around us  **UNIT 2:** Digital art | **UNIT 2: Me, My Body, My Health**  You are Unique  **UNIT 3: Emotional Well-Being**  Feelings, likes and needs  **UNIT 4: Life Cycles**  Growing up | **SUMMER 1: Big Bear Funk**  **SUMMER 2: Reflect, Rewind and Replay** |